Table GEN-1
Special Topics

Click in the box to mark an "X" to the left of any of the topics listed below which are relevant to your project activities for the period July 1, 2010 through June 30, 2011.

☐	Adolescent Health
☐	Alternative Medicine
☐	Ambulatory Care
☐	American Indian/Alaskan Native Initiative
☐	Behavioral Health
☐	Bioterrorism
☐	Border Health Activities
	Clinical Sites in underserved areas
☐	Community Health Centers
☐	Governor Designated Area
☐	Health Departments
☐	Health Professions Shortage Area
☐	Migrant Health Centers
☐	Rural Health Clinics
	Others (List)
☐	Community-Based Continuity of Care Experiences
☐	Cultural Competence
	Diseases
☐	Asthma
☐	Diabetes
☐	Cancer
☐	Obesity
☐	Tuberculosis
☐	Sexually Transmitted Diseases
	Other(s) (List)
☐	Distance Learning
☐	Domestic Violence
☐	Evidence Based Practice
☐	Faith-Based
☐	Faculty Development
☐	Health Promotion/Disease Prevention
☐	Home Health
☐	Homeless
☐	Informatics
☐	Genetics
☐	Geriatrics
☐	HIV/AIDS
☐	Interdisciplinary Training
☐	Long Term Care
☐	Managed Care
☐	Maternal and Child Health
☐	Medical Economics
☐	Mental Health
☐	Minority Health Issues
	Minority Recruitment/Retention
☐	Hispanics
☐	African Americans
☐	American Indian/Alaska Natives
☐	Native Hawaiian or Pacific Islander
☐	Nutrition
☐	Oral Health
☐	Patient Safety (Medical Errors)
☐	Quality Improvement in Health Professions Education or Practice
☐	Research
☐	Rural Health
☐	Substance Abuse/Prevention
☐	Telemedicine/Telehealth
☐	Urban Health
☐	Women's Health
☐	Other (Specify)

Race / Ethnicity of Populations Served Percent
Choose from the following range of percentages (0-25%, 26%-50%, 51%-75%, 76%-100%)

Ethnicity

☐	Hispanics or Latino	_____ %
☐	Not Hispanics or Latino	_____ %

Race

☐	African American	_____ %
☐	American Indian or Alaska Native	_____ %
☐	Asian	_____ %
☐	Native Hawaiian or Pacific Islander	_____ %
☐	White	_____ %
	More than One Race	_____ %

Populations Served/Percent of Patients Served

Medicaid
☐ 0-25%
☐ 26-50%
☐ 51-75%
☐ 76-100%

Uninsured
☐ 0-25%
☐ 26-50%
☐ 51-75%
☐ 76-100%

Medicare
☐ 0-25%
☐ 26-50%
☐ 51-75%
☐ 76-100%

Table GEN-2
Contacts with Organizations that Serve a High Proportion
of Minority or Disadvantaged Students (K - 12)

Report the number of visits (6 suggested minimum) and the number of students, parents and teachers/counselors/administrators contacted for the period July 1, 2010 through June 30, 2011.

	Number
Visits	
Students contacted	
Parents contacted	
Teachers, counselors, and/or administrators contacted	

Table DSCPH-2
AHEC/PMRP/PHTC Training Site Types

Provide how many of the following training site types your program has for the period July 1, 2010 through June 30, 2011.

Type of Site	Number
AHEC Urban Community Based Training Site	
Ambulatory Practice Sites Designated by State Governor	
Community Health Center (CHC)	
Federally Qualified Health Centers (FQHC)	
Health Care for the Homeless	
Health Department	
Health Professions Shortage Area (HPSA)	
Indian Health Service (IHS) or Tribal Health Sites	
Migrant Health Center (MHC)	
National Health Service Corp (NHSC) Sites	
Public Housing Primary Care Grantees	
Rural Health clinics	
Other AHEC Community Based Training Sites	
Other Site (Describe)	
TOTAL	

Table DSCPH-3
AHEC Programs Disciplines Serving Medically Underserved Communities

Provide the number of health professions students and preceptors in each discipline who provide service to patients in the training sites shown on the Table DSCPH – 2 for the period July 1, 2010 through June 30, 2011.

Disciplines	Number
Health Profession Students	
Advanced Practice Nurse	
Allied Health	
Allopathic Medicine	
Community Health Worker	
Dentistry	
Mental Health	
Nursing	
Osteopathic Medicine	
Pharmacy	
Physician Assistant	
Public Health	
On Site AHEC Preceptor	
Advanced Practice Nurse	
Allied Health	
Dentistry	
Medicine	
Physician Assistant	
Unspecified	
TOTAL (Students and Preceptor)	

Table DSCPH-4
AHEC Diversity: Students into Health Careers

Provide the number of **underrepresented minority or disadvantaged students** who participated in health career training or academic enhancement experiences for the period July 1, 2010 through June 30, 2011

Grade 9 – 12 Student Program Completers	Number of Students
Students who completed health careers training or academic enhancement experiences > = 20 hours	
Students who completed health careers training or academic enhancement experiences < 20 hours	

Table DSCPH-14
Recruitment Into Health Careers

Provide the following information for the period July 1, 2010 through June 30, 2011

	Grades K-8	Grades 9-12	College Students
Students who completed health careers training programs >= 20 Hrs			
Students who completed health careers training programs < 20 Hrs			

Table DSCPH-5
AHEC: Continuing Education (CE) Trainees by Discipline and Participant Location

Provide the following information for the period July 1, 2010 through June 30, 2011

TRAINEES	EMPLOYMENT LOCATION OF PARTICIPANTS													
	CHC	Governor Designated Area	Health Care for Homeless	Health Dept.	IHS/ Tribal Health Sites	MHC	NHSC Sites	Public Housing Primary Care Grantees	Rural AHEC Sites	Rural Health Clinics	[1] Urban Community Based Training Sites	Other AHEC Community Based Sites	Other Sites	TOTAL
Adv Prac Nurse														
Allied Health														
Comm Hlth Wk														
Dent Hygienist														
Dentist														
EMS														
Fire														
Health Admin														
Mental Health														
Nurse														
Pharmacist														
Phys Therapist														
Physician														
Phys Assistant														
Police														
Public Health														
Veterinarian														
Unspecified***														
Unspecified***														
Unspecified***														
TOTAL														

*Fill out entire table and under "Other Sites" column, describe site.
** Specify unspecified discipline if information is available.
[1] Urban training site with a 50% Medicaid and/or uninsured population.

Table DSCPH – 6A
AHEC: Program Specific Indicators

Provide the following information for the period July 1, 2010 through June 30, 2011

TRAINING OFFERING (TITLE, TOPIC)	NUMBER TRAINED	LEVEL	COMPETENCY		TOTAL CONTACT HOURS	DELIVERY MODE	START DATE	COST TO TRAINEE	PARTNERING/ LEVERAGING	# OF TIMES OFFERED	HOURS OF INSTRUCTION
			Council on Linkages	Other Frameworks							
Totals:											

Table LR-1
Total Number of Students being Trained in BHPr-funded programs

For the purpose of compiling and analyzing data, anyone who receives training or education in a BHPr funded program is considered a student.

For each question below, provide the population data requested for the period between July 1, 2010 and June 30, 2011 in the text boxes) to the right of the question.

Count each student only once.

	Formative Education and/or Training	Pre-Professional Training
Total number of students being trained in BHPr-funded programs		
Enrollees How many students were trained in BHPr-funded programs and have not graduated or completed programs before June 30, 2011?	☐	☐
Total number of students being trained and graduated/completed programs in BHPr- funded programs before June 30, 2011		
Graduates How many students were being trained in BHPr-funded programs and have graduated?	☐	
Program Completers How many students were being trained in BHPr-funded programs and have completed programs that were less than or equal to 39 hrs?	☐	☐
How many students were being trained in BHPr-funded programs and have completed programs that were between 40 and 160 hrs?	☐	☐
How many students were being trained in BHPr-funded programs and have completed programs that were more than 160 hrs?	☐	☐
Fellowships & Residencies How many students were being trained in BHPr-funded programs and have completed Fellowships & Residencies of one year or more?	☐	

LR-2 Age and Gender of Students being Trained in BHPr-funded programs

For the purpose of compiling and analyzing data, anyone who receives training or education in a BHPr funded program is considered a student.

Provide data on age and gender data between July 1, 2010 and June 30, 2011.

~~Enrollees are students that were trained in BHPr funded programs and have not graduated or completed programs before June 30, 2011.~~
Count each student only once.

LR-2
Students being Trained by Age and Gender

Age		Formative Education and Training		Pre-Professional		Total
		Males	Females	Males	Females	
Under 20	~~Enrollees~~					
	Grads/Program Completers					
20-29	~~Enrollees~~					
	Grads/Program Completers					
30-39	~~Enrollees~~					
	Grads/Program Completers					
40-49	~~Enrollees~~					
	Grads/Program Completers					
50-59	~~Enrollees~~					
	Grads/Program Completers					
60 or older	~~Enrollees~~					
	Grads/Program Completers					
Total	~~Enrollees~~					
	Grads/Program Completers					

DV-1: The percent of underrepresented minority students in BHPr funded pre-professional, formative education, and training programs.

For the purpose of compiling and analyzing data, anyone who receives training or education in a BHPr funded program is considered a student.

Provide the number of students by race and ethnicity that have graduated or completed programs between July 1, 2010 and June 30, 2011. For enrollees provide the number of students who received training and have not graduated or completed programs before June 30, 2011.

Count each student only once.

Did your BHPr funded program have students of "Hispanic or Latino" ethnicity between July 1, 2010 and June 30, 2011?

Yes ☐   No ☐

If "Yes" provide the number of "Hispanic or Latino" students by race
<u>Note</u>: "Hispanic or Latino" is an ethnicity. Therefore you must enter the number of "Hispanic or Latino" students in the race categories below.

<div align="center">

Table DV-1a
Hispanic or Latino Students by Race

</div>

	Enrollees	Graduates	Program Completers (≤ 39 hrs)	Program Completers (40 - 160 hrs)	Program Completers (≥ 161 hrs) Fellowships & Residencies (1 yr or more)	Total
American Indian or Alaska Native						
Asian (Not Underrepresented)						
*Asian – (Underrepresented)						
Black or African American						
Native Hawaiian or Other Pacific Islander						
White						
Unknown						
More Than One Race						
Total						

* Any Asian other than Chinese, Filipino, Japanese, Korean, Asian Indian or Thai

Did your BHPr funded program have students of a "Non-Hispanic or Non-Latino" ethnicity between July 1, 2010 and June 30, 2011?

Yes ☐   No ☐

If "Yes" provide the number of "Non-Hispanic or Non-Latino" students by race

Table DV-1b
Non-Hispanic or Non-Latino Students by Race

	Enrollees	Graduates	Program Completers (≤ 39 hrs)	Program Completers (40 - 160 hrs)	Program Completers (≥ 161 hrs) Fellowships & Residencies (1 yr or more)	**Total**
American Indian or Alaska Native						
Asian (Not Underrepresented)						
*Asian – (Underrepresented)						
Black or African American						
Native Hawaiian or Other Pacific Islander						
White						
Unknown						
More Than One Race						
Total						

* Any Asian other than Chinese, Filipino, Japanese, Korean, Asian Indian or Thai

DV-2: The percent of disadvantaged students in BHPr funded pre-professional, formative education, and training programs.

For the purpose of compiling and analyzing data, anyone who receives training or education in a BHPr funded program is considered a student.

Provide the number of students by race/ethnicity that have graduated or completed programs between July 1, 2010 and June 30, 2011. For enrollees provide the number of students who received training and have not graduated or completed programs before June 30, 2011.

Table DV-2
Students by Disadvantaged Status and Race

	Enrollees	Graduates	Program Completers (≤ 39 hrs)	Program Completers (40 - 160 hrs)	Program Completers (≥ 161 hrs) Fellowships & Residencies (1 yr or more)	Total
Total number of disadvantaged students						
Total number of Hispanic Students from DV-1a plus total number of underrepresented minority students (URM) from DV-1b						
Number of disadvantaged students in row 1 that were not counted as a minority or Hispanic in tables DV-1a and DV-1b						
Number of either disadvantaged or Hispanic or underrepresented minority students*						

*These data are needed to respond to Office of Management and Budget's (OMB) Program Assessment Rating Tool (PART) request.

Note: Rows 2 and 4 will be pre-populated for you.

PC-1 The percent of evidence based strategies implemented in Bureau-funded programs to promote the selection of or enhance the preparation of a primary care career among health professional students.

Table PC-1
Evidence Based Strategies Encouraging the Selection of a Career in Primary Care

Listed below are some strategies in which your grant-funded program may participate to encourage the selection of a career in primary care. Please check all strategies that your program used **between July 1, 2010 and June 30, 2011**.

Strategies	Grant Funded Program
Creating/have a "primary care track" in residency or graduate nursing programs	
Developing community-based primary care rotations for residents and graduate nursing trainees	
Developing high school and college undergraduate recruitment programs	
Enhance the status and promotion of clinician-educators in health professions institutions:	
Including generalist oriented clinical medicine courses in the curriculum	
Including generalist practical experiences in the curriculum	
Including primary care community experiences in the curriculum, including experiences in federally funded health centers, urban, rural health clinics, migrant health centers	
Increase the representation of primary care providers on admissions committees	
Increasing the size of primary care residency or nursing traineeship programs	
Providing reimbursement or other incentives for community-based preceptors	
Special selection criteria to enhance recruitment of students committed to primary care	

PC-2 The percent of all students in BHPr-funded training and/or formative education programs being trained for a career in primary care.

Provide the number of students who graduated or completed formative professional training programs between July 1, 2010 and June 30, 2011. Provide the number of enrollees. *For this table, enrollees refer to individuals who have received formative professional training, and did not graduate or complete a program before June 30, 2011.*
Count each person only once.
Do not count anyone as a program completer and also as a graduate; graduation from any program supersedes any completed program.

Count Students

Count Residents

Table PC-2a
Enrollees, Graduates, and Program Completers Trained in Primary Care Disciplines

	Enrollees	Graduates	Program Completers (≤ 39 hrs)	Program Completers (40 - 160 hrs)	Program Completers (≥ 161 hrs) Fellowships & Residencies (1 yr or more)	Total
Dentistry						
Family Medicine						
General Internal Medicine						
General Pediatrics						
Nurse Practitioner						
Nurse-Midwife						
Physician Assistant						
Primary Care Podiatric Medicine						
Total						

Table PC-2b
Enrollees, Graduates, and Program Completers Trained in Other Health Professions that could support Primary Care

Count Students

Count Residents

	Enrollees	Graduates	Program Completers (≤ 39 hrs)	Program Completers (40 - 160 hrs)	Program Completers (≥ 161 hrs) Fellowships & Residencies (1 yr or more)	Total
Allopathic Medicine						
Chiropractic						
Clinical Psychology						
Dental Public Health						
Health Administration						
Nurse Anesthetist						
Osteopathic Medicine						
Other Advanced Education Nurse						
Pharmacy						
Preventive Medicine						
Public Health						
Social Work						
Registered Nurse (not Advanced Practice)						
*Other						
Total						

*Specify any disciplines that could support primary care not listed above in the boxes under "Other" category

PC-3 The percent of formative education and formative training program students receiving a portion of their clinical training in a non-hospital, primary care site.

Provide the number of students receiving training between July 1, 2010 and June 30, 2011

Table PC-3
Students Receiving Clinical Training in Non hospital, Primary Care Site

Total Number of Students receiving clinical training supported by your formative education or training grant	Number of students receiving a portion of their clinical training in an ambulatory site	
	<1 month	≥ 1 month

DS-1 The percent of evidence-based strategies implemented in Bureau-funded programs to influence the distribution of the health professional workforce, by providing opportunities to understand and experience the delivery of health care in underserved areas.

Table DS-1
Evidence Based Strategies to Influence the Distribution of Health Professional Workforce

Listed below are some evidence-based strategies that your grant-funded program may use to encourage service in underserved areas. Please check all the strategies your program used between July 1, 2010 and June 30, 2011.

Strategies	Grant Funded Program
Develop high school and college undergraduate outreach and recruitment programs addressing the underserved	
Enter into partnerships with interdisciplinary teams	
Financial assistance contingent on practice in underserved area	
Have a clear mission to produce clinicians to serve the needs of the underserved	
Implement a rural training track	
Implement an inner-city training track	
Increase emphasis on primary care in the curriculum	
Offer inner city residency traineeship rotation or preceptorships	
Offer rural residency traineeship rotation or preceptorships	
Provide clinical experiences in underserved areas	
Provide electives focusing on inner-city health issues	
Provide electives focusing on rural health issues	
Provide faculty role models who have worked in underserved communities	
Use innovative curricular strategies, e.g. Distance Learning, Telemedicine	
Use selective admissions criteria for students from rural and inner-city areas	

DS-2   The percent of students in this BHPr-funded grant program receiving a portion of their clinical training in underserved area sites.

Provide the number of students receiving training between July 1, 2010 and June 30, 2011

Table DS-2
Students Receiving Training in Underserved Area Sites

Total Number of students supported by your training or formative education grant	Number of students receiving a portion of their training in an underserved area	
	<1 month	≥ 1 month
(Pre populated from table LR-1)		

Of the above students being trained in an underserved area site, how many were receiving clinical training?

IN-2 The percent change of Continuing Education Contact hours offered by BHPr Programs.

Table IN-2
Continuing Education Contact Hours Offered by BHPr Programs

For each question below, please provide the data requested in the text box to the right of the question:

1. Total Number of Continuing Education Contact hours offered by your BHPr formative education or training program between July 1, 2010 and June 30, 2011:

What was the total number of Continuing Education Contact hours offered by your program for the current reporting year?

2. Total Number of Continuing Education Contact hours supported by your BHPr formative education or training program between July 1, 2009 and June 30, 2010:

What was the total number of Continuing Education Contact hours supported in the reporting year PRIOR to the current reporting year?

Q-1 The percent of Institute of Medicine (IOM) Core Competencies (patient safety and care that is timely, effective, efficient and equitable), patient-centered care, health informatics, evidence-based strategies (EBS), interdisciplinary team training, other quality measurement and improvement integrated into BHPr-funded health professional education and training programs.

Reporting period: between July 1, 2010 and June 30, 2011

Assessing Core Competency Training and Ways of Implementation

For each field in the table below, score your answer on a scale of 0 to 3 for the five core competencies as follows;

0 = Not implemented
1 = Didactic
2 = Clinical or Field work
3 = Both Didactic and Clinical or Field work

Note: Courses reported in this table must devote instruction time to the desired competency at or above the following levels: evidence-based decision-making (50 percent), health informatics (25 percent), interdisciplinary team training (25 percent), IOM core competencies (50 percent), quality measurement and improvement (25 percent).

Your total scores for each row and column will be calculated automatically. The total score for any one row will be 0-6 and for any one column will be 0-15. The overall score for this table is between 0 and 30 and is displayed in field for Competency Total and Implementation Total.

Count each appropriate course only once.

Table Q-1
Training Core Competencies and Ways of Implementation

Core Competency / Way of Implementation	Elective Course	Required Course	Competency Total
Evidence-based decision-making			
Health informatics			
Interdisciplinary team training			
IOM CORE Competencies (patient safety and care that is timely, effective, efficient and equitable)			
Quality measurement and improvement (other than IOM)			
Implementation Total			

Q-2 The percent of comprehensive cultural competence curricula integrated into BHPr-funded education and training programs (Section 741: Health Disparities and Cultural Competencies).

Reporting period: between July 1, 2010 and June 30, 2011

1. **Assessing Core Competency Training and Ways of Implementation**
For each field in the table below, score your answer on a scale of 0 to 3 for the five core competencies as follows:

0 = Not implemented
1 = Didactic
2 = Clinical or Field work
3 = Both Didactic and Clinical or Field work

Your total scores for each row and column will be calculated automatically. The total score for any one row will be 0-6 and for any one column will be 0-15. The overall score for this table is between 0 and 30 and is displayed in field for Competency Total and Implementation Total.

Count each appropriate course only once.

Table Q-2
Training Core Competencies and Ways of Implementation

Core Competency / Way of Implementation	Elective Course	Required Course	Competency Total
Cross-Cultural Clinical Skills (for example, communication skills, working with interpreters, problem-solving skills, immigrants, refugees)			
Health Disparities and Factors Influencing Health (for example, demographic patterns of disparities, and factors underlying disparities)			
Key Aspects of Cultural Competence (for example, epidemiology of population health; healing traditions, beliefs systems health and illness)			
Rationale, Context, and Definition (for example, definitions of race, ethnicity, culture and religion)			
Understanding the Impact of Stereotyping on Health Decision-Making (for example, history and effects of bias, discrimination, racism and stereotyping)			
Implementation Total			